



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

2555 N. Stapley Drive, Mesa, AZ 85203

Mesa Unified District

AZ LEARNS¹

Elementary Achievement Profile (a)

2003-04 Performing
2002-03 Performing
2001-02 Maintaining

(a) For additional information, please refer to Achievement Profiles Page near end of document.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04 Met
2002-03 Met
2001-02 N/A

School Improvement Status (b)

2003-04 N/A
2002-03 N/A
2001-02 N/A

(b) For additional information, please refer to the AYP page in this report card.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

School Overview

Principal/Administrator : Mrs. Cheryl Hasebe
Schedule : 7:30 AM to 3:30 PM
Grades : Pre-K-6
2004 Enrollment : 541
Web Address : www.mpsaz.org/lehi
Phone Number : (480) 472-5500
Fax Number : (480) 472-5480
E-mail : cehasebe@mpsaz.org

Mission

Lehi Elementary School pledges to provide a safe, supportive environment so all children can learn at higher levels. We hold high expectations for student behavior and academic performance. We value and encourage parental and community involvement in our school. When family, staff and children work together interdependently, we believe our students have a greater opportunity to succeed academically and to become successful, productive members of a community.

School / Academic Goals

- ü Increase student achievement in reading, math and language as demonstrated on the AIMS, standardized tests and/or district assessments. Increase the percentage of students in grades three through six who make annual yearly progress.
- ü Provide instruction that aligns with Arizona/MPS Curriculum Standards and Mastery Elements. Increase the percentage of students who meet or exceed standards on AIMS. Provide extra assistance for students who are at-risk for meeting the standards.
- ü Improve math skills by providing basal instruction and supplementing with Excel Math on a daily basis; publicly recognize students who qualify for the Lehi Math Facts Club and encourage them to achieve higher by taking the 'Dinomite' Math Challenge.
- ü Improve reading skills by supplementing the basal program on a daily basis: Breakthrough to Literacy in extended-day kindergarten and first grade; START phonics in grades 1-3; Soar to Success and Reading Renaissance in grades 1-6.

Enrollment

October 1, 2003 School Year Student Enrollment : 576
Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 64

Instructional Programs

- Ü SEI Classrooms in Grades K-6
- Ü Title I Schoolwide Program
- Ü On-Site Special Education
- Ü Extended-Day Kindergarten
- Ü Basal Reading + Reading Renaissance
- Ü Basal Math + Excel Math
- Ü At-Risk and Special Education Preschools
- Ü Family Tree Literacy Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/12/2004
Last Day of School :	5/25/2005

Shared Responsibilities

School

The staff is responsible for providing a safe environment conducive to learning; communicating clear and fair school and classroom rules for behavior; setting high academic standards so all students achieve at higher levels; providing instructional accommodations to meet the needs of individual students; providing relevant and motivating instruction based on the Arizona Standards; using ongoing assessment to monitor and adjust instruction, and communicating regularly with families and students.

Parents

Parents/guardians contribute to their child's education by supporting school policies including dress and behavior codes; ensuring that their child attends school regularly and arrives on time; providing homework support; tutoring their child academically as directed by the teacher; communicating regularly with the school and their child; volunteering; attending conferences and scheduled meetings, and supporting school and extracurricular activities through their attendance.

Transportation Policy

Busing is provided for students living more than one mile from their assigned school. Busing is not provided for open enrollment students. Specialized transportation for special education students is addressed in the IEP.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Walmart Neighborhood Market Teacher of the Year	2004
Ü 2 MPS Writing Contest Honorable Mentions	2004
Ü Staff, Student and Class Movie Fest Award Winners	2004
Ü 5 MPS Writing Contest Winners	2003

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	70	5651	75509	99	98	100	528	532	521	7	9	13	26	19	23	30	33	33	37	39	31
All Students (Prior Year)	77	5599	75372	100	98	100	540	536	523	14	5	9	9	18	25	24	38	36	53	39	30
Female	38	2784	37013	100	98	100	524	534	522	6	9	12	28	19	24	31	34	33	34	39	31
Male	32	2859	38430	97	98	99	535	531	521	9	10	14	23	19	22	27	32	33	41	38	31
African American	NC	218	3660	NC	98	99	NC	509	496	NC	17	24	NC	26	31	NC	32	28	NC	25	18
Hispanic	27	1862	30486	100	99	99	514	515	505	18	13	18	29	25	29	24	35	32	29	27	21
Asian/Pacific Islander	NC	132	1780	NC	100	98	NC	534	549	NC	10	5	NC	13	13	NC	39	33	NC	38	50
American Indian/Alaskan Native	11	212	4075	100	98	100	519	504	486	0	19	28	40	28	34	20	31	26	40	23	12
White	27	3216	35192	96	98	99	543	544	534	4	6	8	17	15	19	39	32	35	39	46	39
Students with Disabilities	16	599	9708	100	100	100	499	484	489	22	35	32	22	28	27	44	21	24	11	15	17
Students without Disabilities	54	5052	65801	96	98	98	534	537	525	4	7	11	27	18	23	27	34	34	42	41	33
Limited English Proficient Students	21	1053	16928	100	100	100	514	506	485	18	17	29	27	27	33	27	33	26	27	22	12
Migrant Students	--	37	750				--	522	499	--	3	21	--	20	29	--	40	30	--	37	20
Economically Disadvantaged	49	2909	36411				516	514	503	12	14	19	32	24	29	26	34	32	29	27	20
Non-Economically Disadvantaged	21	2742	39040				548	550	534	0	5	8	15	14	19	35	32	34	50	50	39

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	70	5641	75492	99	98	100	503	522	519	20	11	12	22	14	16	53	48	47	5	27	24
All Students (Prior Year)	77	5584	75221	100	98	100	522	528	523	16	5	8	9	12	16	48	59	56	27	23	21
Female	38	2785	37014	100	98	100	505	526	523	15	9	10	26	13	15	56	49	48	3	29	27
Male	32	2850	38400	97	98	99	501	518	516	27	13	14	15	16	17	50	48	47	8	24	21
African American	NC	218	3665	NC	98	99	NC	509	505	NC	14	20	NC	22	22	NC	53	43	NC	11	14
Hispanic	27	1851	30438	100	98	99	496	509	508	29	17	17	35	20	21	29	49	47	6	14	15
Asian/Pacific Islander	NC	134	1773	NC	100	98	NC	528	534	NC	6	4	NC	11	10	NC	55	50	NC	28	36
American Indian/Alaskan Native	11	212	4081	100	98	100	502	505	498	18	20	25	18	22	26	64	45	40	0	13	8
White	27	3215	35177	96	98	99	505	530	528	19	7	8	15	11	13	63	48	49	4	34	31
Students with Disabilities	16	589	9707	100	98	100	467	487	495	60	43	33	20	18	21	20	30	33	0	9	13
Students without Disabilities	54	5052	65785	96	98	98	515	525	522	7	7	10	22	14	16	64	50	49	7	28	26
Limited English Proficient Students	21	1047	16905	100	100	100	499	499	489	18	25	34	45	24	28	36	40	32	0	11	6
Migrant Students	--	37	763				--	506	499	--	17	21	--	23	30	--	50	40	--	10	8
Economically Disadvantaged	49	2904	36302				493	510	507	26	16	18	28	19	21	44	49	46	3	15	14
Non-Economically Disadvantaged	21	2737	39164				521	534	528	10	5	8	10	10	13	71	48	48	10	37	31

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	69	5611	75053	97	98	99	551	578	597	7	10	7	30	14	12	59	68	72	4	7	9
All Students (Prior Year)	78	5503	73654	100	97	99	524	530	530	19	7	9	4	12	13	68	77	70	9	5	7
Female	38	2774	36872	100	98	99	575	604	621	3	6	5	25	11	9	69	73	74	3	10	12
Male	31	2831	38109	94	97	99	516	552	573	14	14	10	36	17	14	45	64	69	5	4	6
African American	NC	216	3636	NC	97	99	NC	545	568	NC	15	12	NC	18	16	NC	62	67	NC	4	6
Hispanic	27	1847	30235	100	98	98	557	541	575	12	14	9	24	17	14	65	66	70	0	2	6
Asian/Pacific Islander	NC	134	1768	NC	100	98	NC	605	651	NC	8	3	NC	11	5	NC	69	72	NC	12	19
American Indian/Alaskan Native	10	210	4044	91	97	99	555	548	550	10	15	13	20	16	17	70	65	66	0	3	4
White	27	3193	35028	96	97	99	561	599	613	0	8	6	39	12	10	52	70	73	9	10	11
Students with Disabilities	15	588	9625	100	98	100	494	489	530	22	33	21	44	23	21	33	42	55	0	2	4
Students without Disabilities	54	5023	65428	96	98	98	562	587	604	4	8	6	27	13	11	64	71	73	4	8	10
Limited English Proficient Students	21	1044	16765	100	100	100	546	524	525	9	16	17	27	20	20	64	63	60	0	1	2
Migrant Students	--	36	752				--	560	562	--	7	9	--	14	18	--	76	68	--	3	5
Economically Disadvantaged	48	2890	36077				530	542	566	9	14	10	35	17	16	56	65	69	0	3	5
Non-Economically Disadvantaged	21	2721	38950				586	613	618	5	6	5	20	11	9	65	71	73	10	12	12

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	74	5809	76019	100	99	100	495	514	499	18	9	14	33	34	39	14	13	14	35	44	33
All Students (Prior Year)	62	5726	76230	100	98	100	513	517	498	9	6	12	25	31	38	21	13	12	46	50	37
Female	44	2821	37207	100	99	100	509	514	499	10	8	12	30	35	41	18	13	14	43	44	33
Male	30	2979	38677	100	99	100	474	515	498	31	11	15	38	32	38	8	13	13	23	45	34
African American	NC	224	3817	NC	98	100	NC	489	475	NC	14	23	NC	49	47	NC	9	11	NC	28	18
Hispanic	31	1790	29458	100	99	100	482	490	480	26	15	20	39	48	48	17	11	12	17	26	20
Asian/Pacific Islander	NC	137	1673	NC	100	99	NC	533	531	NC	5	4	NC	31	29	NC	12	14	NC	52	53
American Indian/Alaskan Native	12	263	4735	100	100	100	472	476	466	25	27	28	50	41	49	0	11	10	25	21	13
White	28	3386	35880	100	98	100	511	529	515	7	5	7	25	26	32	18	14	16	50	55	45
Students with Disabilities	NC	619	9786	NC	100	100	NC	460	457	NC	40	39	NC	39	40	NC	7	7	NC	14	13
Students without Disabilities	67	5190	66233	97	98	99	499	519	503	15	6	11	34	33	39	15	14	14	36	47	35
Limited English Proficient Students	18	972	15206	100	100	100	466	477	459	40	20	31	40	53	53	10	10	7	10	17	9
Migrant Students	NC	31	745				NC	475	473	NC	27	22	NC	35	53	NC	23	11	NC	15	15
Economically Disadvantaged	54	2753	35714				483	493	480	24	15	20	37	44	47	13	12	12	26	29	20
Non-Economically Disadvantaged	20	3056	40266				525	531	513	5	5	9	25	25	33	15	14	15	55	56	43

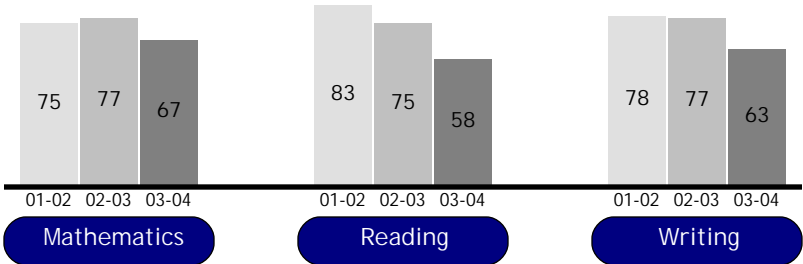
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	74	5803	76020	100	99	100	493	507	503	39	20	25	21	22	23	35	43	40	5	16	12
All Students (Prior Year)	60	5721	76202	97	98	100	500	510	505	17	11	19	31	21	24	48	53	46	4	14	11
Female	44	2820	37213	100	99	100	496	508	504	33	17	22	23	21	23	43	46	42	3	16	13
Male	30	2973	38666	100	99	100	488	505	501	50	22	29	19	22	22	23	41	38	8	16	12
African American	NC	224	3819	NC	98	100	NC	499	494	NC	28	37	NC	27	26	NC	36	31	NC	10	6
Hispanic	31	1784	29442	100	99	99	493	496	494	43	33	37	17	26	26	30	34	31	9	7	6
Asian/Pacific Islander	NC	137	1672	NC	100	99	NC	518	513	NC	9	12	NC	20	19	NC	50	49	NC	20	20
American Indian/Alaskan Native	12	263	4735	100	100	100	481	491	489	58	46	48	17	25	25	25	25	24	0	4	3
White	28	3386	35890	100	98	100	495	513	511	29	12	15	29	19	20	39	48	48	4	21	18
Students with Disabilities	NC	617	9784	NC	100	100	NC	487	485	NC	57	58	NC	18	19	NC	19	19	NC	6	4
Students without Disabilities	67	5186	66236	97	98	99	495	509	504	34	16	23	24	22	23	37	45	42	5	17	13
Limited English Proficient Students	18	967	15198	100	100	100	487	490	483	60	43	59	20	28	25	10	25	14	10	4	1
Migrant Students	NC	31	743				NC	501	488	NC	54	50	NC	15	28	NC	23	19	NC	8	3
Economically Disadvantaged	54	2745	35703				488	497	494	50	31	37	20	26	26	26	36	31	4	8	6
Non-Economically Disadvantaged	20	3058	40274				503	514	509	15	11	17	25	18	20	55	49	47	5	21	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	73	5771	75673	99	98	100	495	530	530	22	15	12	32	25	25	46	56	58	0	5	4
All Students (Prior Year)	61	5622	74692	98	96	99	501	510	502	18	12	18	29	26	27	44	53	47	9	9	8
Female	44	2805	37099	100	98	100	517	549	548	15	10	8	25	22	22	60	62	64	0	6	6
Male	29	2956	38441	97	98	99	459	511	513	32	19	16	44	27	29	24	50	52	0	3	3
African American	NC	224	3791	NC	98	99	NC	509	506	NC	20	18	NC	24	29	NC	55	50	NC	1	3
Hispanic	31	1776	29305	100	99	99	521	495	507	13	21	16	35	33	31	52	44	51	0	2	2
Asian/Pacific Islander	NC	135	1665	NC	100	99	NC	561	573	NC	7	6	NC	16	16	NC	68	67	NC	9	10
American Indian/Alaskan Native	12	261	4707	100	99	100	472	486	492	17	23	19	42	33	33	42	43	46	0	1	1
White	27	3366	35760	96	98	99	475	549	550	30	11	9	30	20	21	41	62	64	0	7	6
Students with Disabilities	NC	605	9706	NC	100	100	NC	444	462	NC	48	36	NC	24	32	NC	25	31	NC	2	1
Students without Disabilities	66	5166	65967	96	98	99	505	537	536	16	12	10	33	25	25	52	59	60	0	5	5
Limited English Proficient Students	18	961	15115	100	100	100	495	475	471	20	28	26	60	38	38	20	34	35	0	0	1
Migrant Students	NC	31	738				NC	478	488	NC	28	23	NC	32	33	NC	40	43	NC	0	1
Economically Disadvantaged	54	2731	35541				490	500	504	26	20	17	33	31	31	41	47	50	0	2	2
Non-Economically Disadvantaged	19	3040	40091				506	553	550	11	10	9	32	19	21	58	63	64	0	7	6

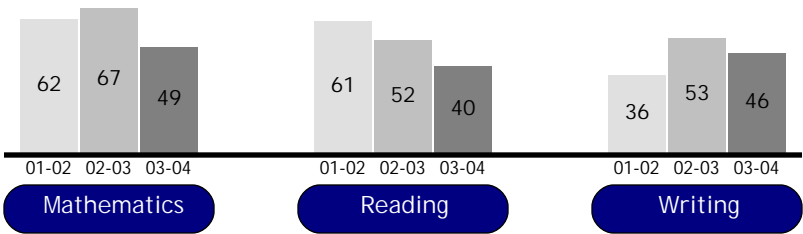
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	99	47	51	44	97	48	61	50	75	51	NA	58
	Language	99	35	42	39	99	32	49	43	84	30	53	50
	Mathematics	97	69	57	52	97	71	67	57	89	70	71	64
3	Reading	94	44	50	43	95	62	57	47	85	51	NA	55
	Language	94	50	53	50	98	62	61	54	82	52	63	61
	Mathematics	94	67	55	50	100	76	64	54	91	67	66	61
4	Reading	97	39	51	47	97	50	62	52	93	53	NA	56
	Language	97	43	47	45	98	42	54	48	95	54	55	52
	Mathematics	95	61	59	52	98	63	68	57	99	65	68	61
5	Reading	99	40	51	46	97	49	59	50	99	44	NA	55
	Language	99	39	45	43	100	43	53	46	99	40	55	49
	Mathematics	97	70	63	54	100	69	68	57	99	57	71	63
6	Reading	98	35	56	49	97	50	62	53	97	63	NA	56
	Language	98	31	47	42	100	42	53	45	100	55	55	48
	Mathematics	95	65	71	58	100	80	75	62	100	83	76	66

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Lehi Elementary School

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 3 Teacher(s)
- 6 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Improvement
- Ü Instructional Programs/Strategies
- Ü School Safety Issues
- Ü Dress Code
- Ü Budget
- Ü Extracurricular Activities

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	32.30
Other Professional Staff	3.40	Teacher Aide	26.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	7	4	0	0
4 to 6 years	3	3	0	0
7 to 9 years	0	3	0	0
10 or more years	3	15	1	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	19
Core academic classes taught by Highly Qualified (NCLB) teachers.	36
Teachers with Emergency Certificaton.	1

Resources Available at School Site

Special Facilities

- Ü iMac Computer Lab
- Ü Media Center
- Ü Family Tree Literacy Classroom
- Ü Basic Skills Resource Center

Extracurricular Activities

- Ü Student Council
- Ü Afterschool Tutoring Program
- Ü Afterschool Sports
- Ü Lehi Math Facts Club/Dinomite Math
- Ü Yearbook Club
- Ü Harry Potter Club
- Ü ASU Partnership/Math Lab
- Ü Orchestra/Band

Social Services

- Ü Breakfast and Lunch Programs
- Ü Boys and Girls Club
- Ü Counseling and Health Services
- Ü ASU Partnership Program
- Ü Home/School Liaisons
- Ü Crisis Intervention
- Ü Adult ESL Class
- Ü Clothing Banks

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Lehi's first and second graders scored higher overall on both the reading and math district tests than students at similar schools in the Mesa Unified District.
- ü Lehi's sixth graders met their student achievement goals in reading, math and language. Ninety-two percent of the sixth graders made one year's growth in math.
- ü Lehi Staff implemented new reading and language basal programs during 2003-04. Students in grades one through six achieved their grade level language goal.
- ü Students in kindergarten through sixth grade participated in a schoolwide, monthly extended-writing activity.

Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	94	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	5	2	2	2
Transfers In ⁷ (Out of District)	7	10	9	9
Promotion Rate ⁸	96	98	98	94
Retention Rate ⁹	3	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

% of Students Achieving One Year's Growth		
	Reading	Math
Grades 2-3	59	60
Grades 3-4	46	59
Grades 4-5	49	65
Grades 5-6	74	91

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

The Mesa Unified School District and Lehi School are committed to ensuring a safe and secure environment for instruction and learning. To achieve this, we have an active program of prevention and enforcement through the collaboration of school, police and probation officials. Clear and concise student behavior rules and expectations are set and are aggressively, fairly and consistently enforced.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

2

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Cheryl Hasebe	(480) 472-5504
Transportation Policy	Community Relations	(480) 472-0223
Community Resources	Johnnie Shill	(480) 472-5501
School Nutrition Programs	Food and Nutrition	(480) 472-0909
Parent Organization	Holly Sato	(480) 472-5503
Student Health/Nurse	Judie Roepke	(480) 472-5507

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

Printed in Phoenix, Arizona, by the Arizona Department of Education. February 2005

Total cost of printing: 12 Pages X .0318 Per page X 150 Copies = \$57.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.